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ABSTRACT

These materials and a related videotape are intended to respond to the need to heighten at-risk students' awareness of factors involved in dropping out, of the need for staying in school, and of a process for making choices. The user's guide (in English only) discusses student level, makes suggestions for using the videotape and student booklet interactively, offers suggestions for additional reading, and recommends additional resources. The videotape focuses on profiles of four students who dropped out of school. It includes characteristics of dropouts and factors related to dropping out of school in terms of the outlook for students' futures. An at-risk student who decided not to drop out is also profiled. The student workbook guides students through a process for making reasoned choices about school. It encourages them to take charge of their lives rather than let things happen to them that might lead to dropping out of school. Both English and Spanish versions of the student workbook are provided. (YLB)

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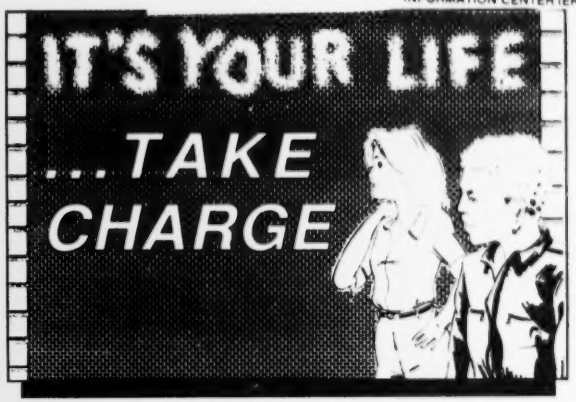

User's Guide

and

STUDENT WORKBOOK

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The Ohio State University
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Columbus, Ohio 43010-1090

1988

CE 050 887

User's Guide

The work presented herein was developed by the National Center for Research in Vocational Education, The Ohio State University pursuant to a grant with the Office of Vocational and Adult Education, U.S. Department of Education. Grantees undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official U.S. Department of Education position or policy.

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NOTE: The song on the videocassette is entitled *Stay . . . A Little Bit Longer.* The words and music were written by Dave Fullen and the song is sung by Dave Fullen and Judy Contos.

INTRODUCTION

It is imperative that secondary students stay in school to graduate. With about one million students dropping out each year, the costs are tremendous. The costs to students in employment and wages are great. The costs to society are equally great. There are increased burdens on state and national welfare and penal systems. There is lost opportunity for employment. As the demand for unskilled workers decreases and the demand for academically and vocationally trained workers increases, the growing pool of unskilled people will become an even greater drain on society.

The school's role in dropout prevention includes working with students themselves. The videotape and student booklet, *It's Your Life . . . Take Charge*, respond to the need to heighten at-risk students' awareness of factors involved in dropping out, of the need for staying in school, and of a process for making choices.

The videotape focuses on profiles of four students who dropped out of school. It includes characteristics of dropouts gleaned from a comprehensive review of research about dropouts. In addition, an at-risk student who decided not to drop out is profiled. Factors related to dropping out of school in terms of the outlook for students' futures are discussed.

The booklet guides students through a process for making reasoned choices about school. It encourages them to take charge of their lives rather than let things happen to them that might lead to dropping of school. The videotape and booklet can be used interactively or separately. The teacher has the option of using the materials with a class or with individual students.

The materials are prepared at a lower reading level because research shows that most at-risk students are characterized by low academic achievement. The materials are planned so that students will find them easy to follow.

Using the Materials

The booklet guides students through a process for making choices. The booklet and videotape are intended primarily for use with students at risk of dropping out of school. However, all students should benefit from seeing and working with the materials. Those who glance at the booklet and decide that it is not meant for them should be encouraged to continue through the process. You could suggest that an awareness of the dropout topic and the related choice process may enable them to help a friend sometime. Also, they may become at risk themselves at a future time.

The teacher's role is to distribute the booklets to students and to prepare them to work through the booklet by letting them know that the purpose is to assist them in the process of making important choices about their future. Each student should work through the booklet independently to make a personal choice, although the meanings of the questions throughout could be topics of discussion. By circulating informally in the classroom, you will be able to decide whether students need your facilitation, either individually or as a group.

Student Level

Knowing that dropouts are characterized by low academic achievement, the product developers gave particular attention to the reading level of the materials. The videotape and booklet are designed so that all students will find the material easy to follow.

You may want to use the videotape and booklet with a class, or you may want to use them with individual students. You might choose to show the videotape and follow up by having students read and complete the booklet. Or, you might show the videotape, stopping at strategic spots to discuss the videotape and complete portions of the booklet as shown on the following chart. The booklet is independent of the videotape and could, therefore, be used with students by itself. However, the maximum effect with students will be gained by using the two products in combination.

You may choose to have students complete the book in two or three sessions rather than one. This would depend on the level of ability of the students with whom you are working.

Suggestions for Using Videotape and Student Booklet Interactively

Prepare the students for viewing the videotape by telling them that they will see the stories of five high school students, four of whom became dropouts. Tell them that the purpose of viewing the videotape is to help make them aware of factors related to dropping out of school that could make a difference for them or for their friends. Read the discussion questions before each portion of the videotape and ask them to be looking for the answers. Then show the videotape portion. After the viewing, talk about each of the discussion questions in turn and tell the students to work on the related booklet section.

Discussion Questions	Videotape	Student Booklet
Why did the students drop out? Was there one reason or several for each of them? Did each student lose control suddenly or over a period of time?	Show profiles of dropouts	Students read booklet pp. 1-4
What do **you** think might have happened to the dropouts in the future? Why? What choices should they have made in high school? Why? What do you want *your* future to be like?	Show section with narrative discussing dropouts' choices and results of choices	Students write desired future on p. 5
What might have happened had Cassie chosen to drop out? What things should you consider in making choices? What does it mean to take charge of your life? What do you need to do to take charge of your life?	Show section on Cassie's choices	Students read and work through Making Choices section (pp. 6-29) individually or as part of the whole class activity. Parts of the booklet could be read aloud.

Suggestions for Additional Reading

Three paperback books that you may want to suggest that your students read (and perhaps discuss) are the following:

- *I Can't Take It Anymore* (1987)
- *My Parents are Driving Me Crazy* (1986)
- *I Dare You* (1983)

All three are written for teens and may help them to gain a perspective on their situation that will enable them to make sound choices. The author, Joyce Vedral, Ph.D., a New York City teacher, deals with the problems and concerns of teenagers, many of which affect their work in school. The books may also give parents and teachers insight into the pressures that teens feel.

The books are published by Ballantine Books, New York City. You may want to purchase copies for your classroom use and for the school library. You may also wish to seek out other books of a similar nature.

Additional Resources

It's Your Life . . . Take Charge represents one segment of a comprehensive set of dropout prevention materials developed by the National Center for Research in Vocational Education. For more information about the other available materials, please contact:

Program Information Office
The National Center for Research
in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210-10909
(614) 486-3655 or (800) 848-4815

DROPOUT PREVENTION SERIES

THE HELPING PROCESS

Targeted at the various individuals who have roles to play in a successful student retention effort, this series of six booklets and videocassette delineates the activities necessary to create a supportive team of adults to help students gain a diploma, job-entry skills, and options for further education. The Professional Set includes a single copy of each of the booklets and the videocassette.

SP700HP	Professional Set	$39.50
SP700HP01	Helping Process Overview Guidebook	$ 6.50
SP700HP02	Helping Process Booklet: Administrators, Planners	$ 3.50
SP700HP03	Helping Process Booklet: Program Coordinators	$ 3.50
SP700HP04	Helping Process Booklet: Team Members	$ 3.50
SP700HP05	Helping Process Booklet: Mentors (package of 5 copies)	$ 5.50
SP700HP06	Helping Process Booklet: Students (package of 5 copies)	$ 5.50
SP700HP07	Helping Process, Introductory Videocassette	$25.00

THE STUDENT'S CHOICE

Designed to introduce decision-making and problem-solving techniques and to offer instruction in interpersonal life-management skills. The Professional Set includes the ***Instructor Guide*** and ***The Time of Choices*** videocassette as well as a complimentary copy of the consumable student workbook ***The Student's Choice***.

SP700SC	Professional Set	$49.50
SP700SC01	The Student's Choice (package of 10 copies) (Student Workbook)	$49.50

IT'S YOUR LIFE . . . TAKE CHARGE

Designed to heighten student's awareness of factors leading to dropping out and to help students consider their choices. The Professional Set includes ***It's Your Life . . . Take Charge*** videocassette with user's guide and a complimentary copy of ***It's Your Life . . . Take Charge*** student workbook.

SP700TC	Professional Set	$49.50
SP700TC01	It's Your Life . . . Take Charge (package of 10 copies) (Student Workbook in English)	$19.50
SP700TC02	Es Tu Vida . . . toma control (package of 10 copies) (Student Workbook in Spanish)	$19.50

ADMINISTRATOR MATERIALS

SP700DP01	A Guide for Dropout Prevention: Creating an Integrated Learning Environment in Secondary Schools	$13.25
SP700DP02	The School's Choice: Guidelines for Dropout Prevention at the Middle and Junior High School	$13.15

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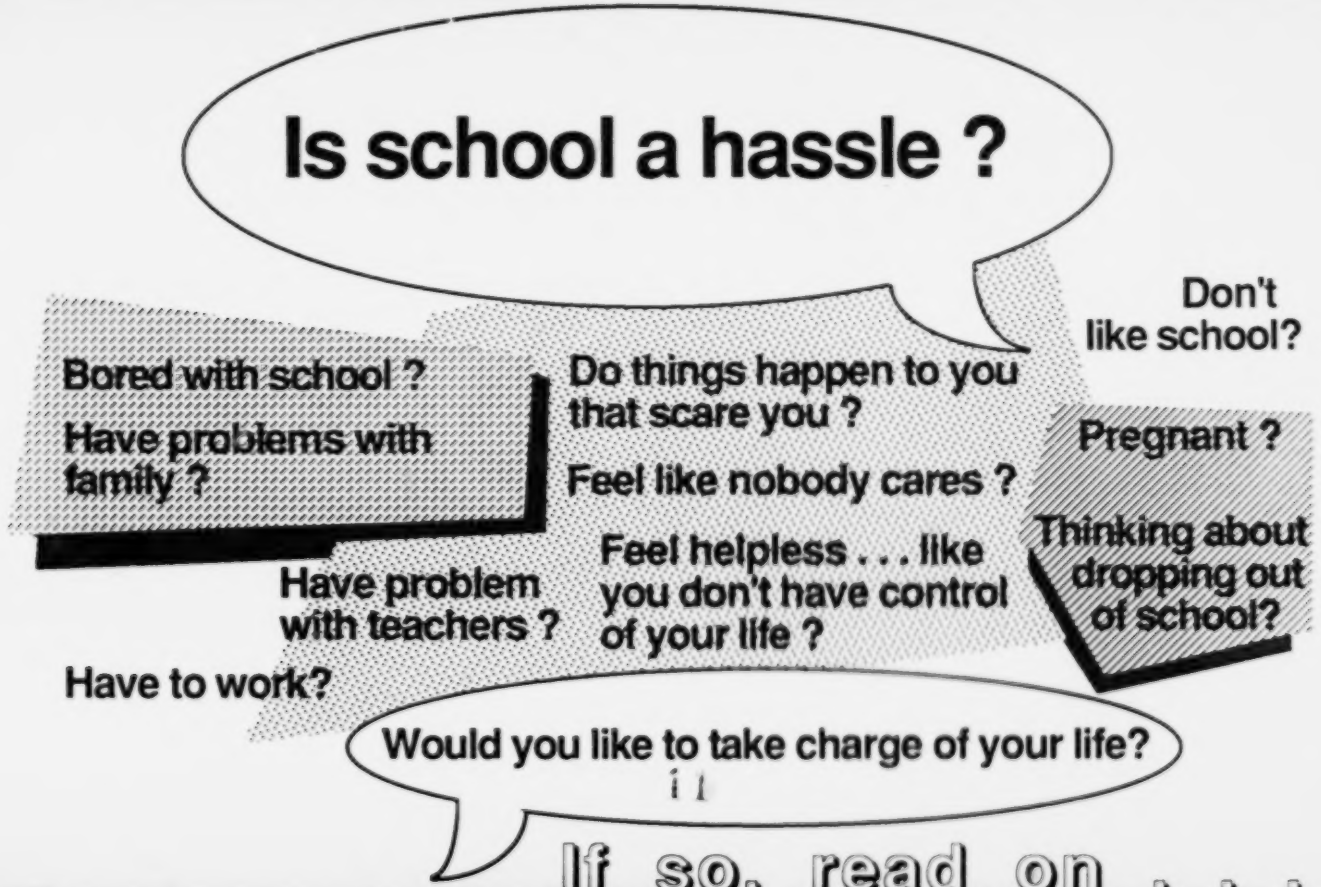
IT'S YOUR LIFE

...TAKE CHARGE


Is school a hassle ?
Don't like school?
Bored with school ?
Have problems with family ?
Do things happen to you that scare you ?
Feel like nobody cares ?
Pregnant ?
Thinking about dropping out of school?
Have problem with teachers ?
Feel helpless . . . like you don't have control of your life ?
Have to work?
Would you like to take charge of your life?
If so, read on . . .

When you take charge of your life, you don't just let things happen . . .

things happen

HOW?

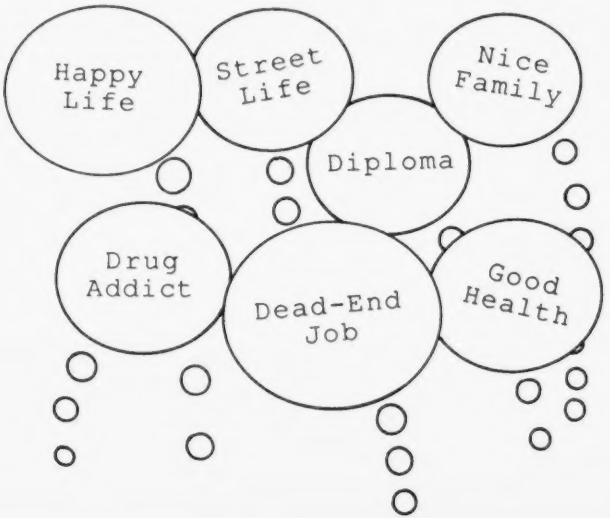
You make choices.
What kind of choices?
It's up to YOU!

JUST REMEMBER . . .

the choices you make
about school NOW . . .
you have to live with
from NOW ON.

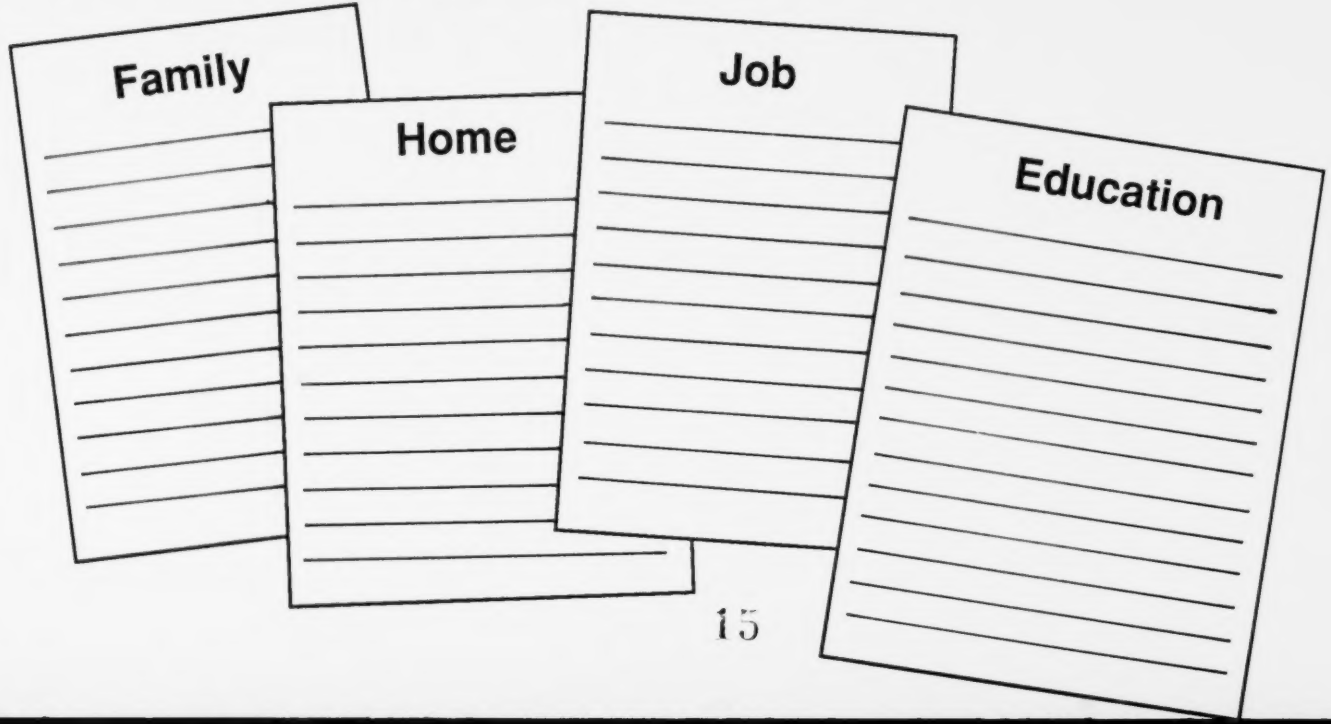
Will YOUR CHOICE make your life better, worse, or the same as it is now ?

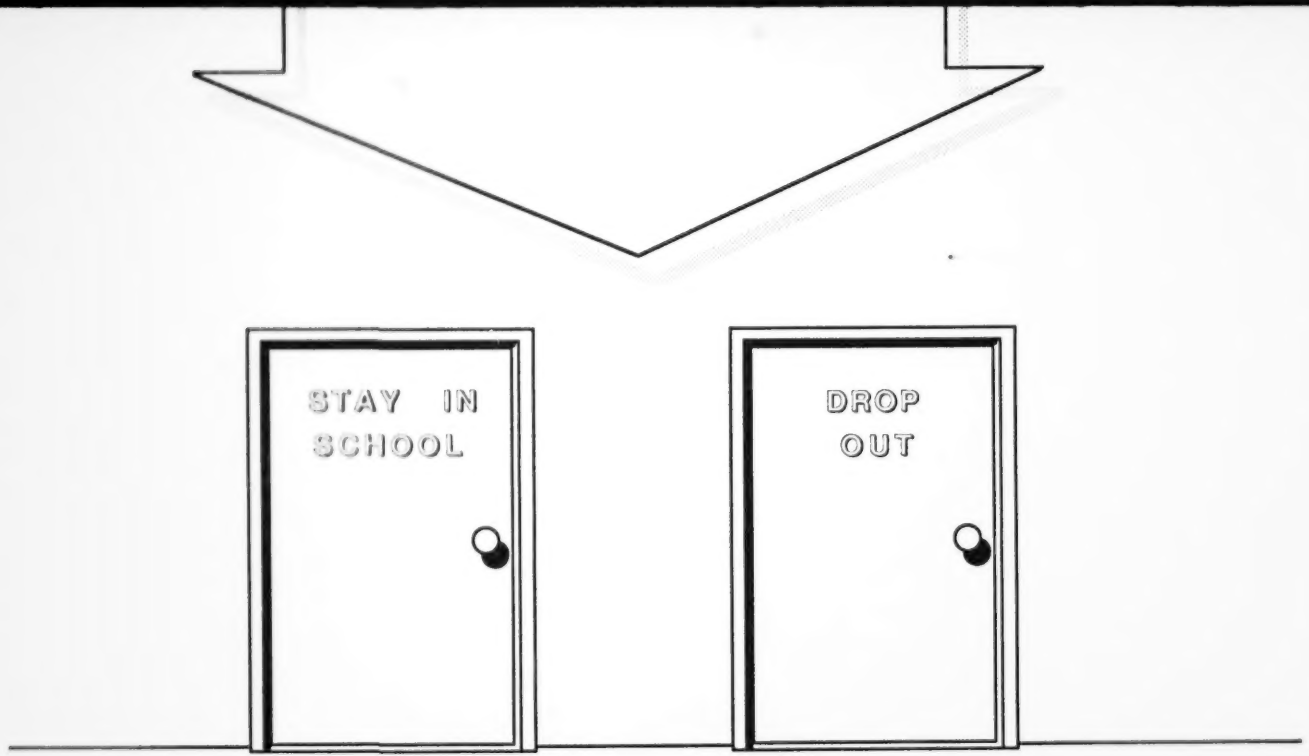
Well, first, you need to know what you want your life to be like. Don't you ?



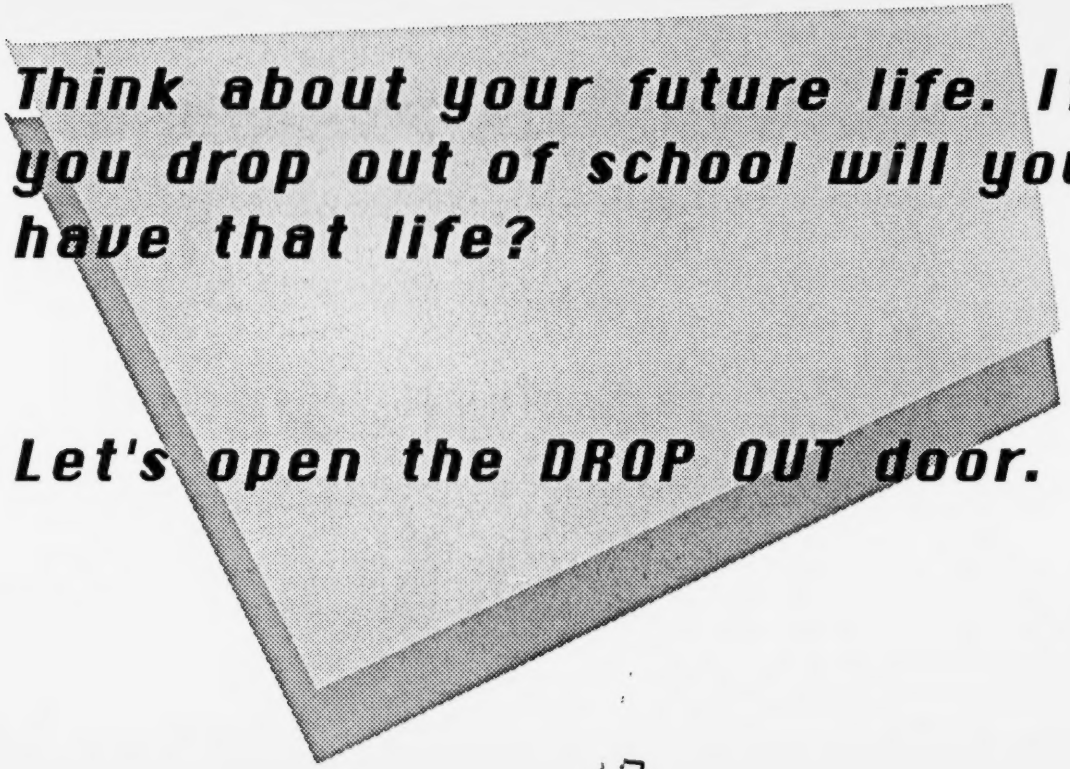
What kind of future did you pick ?

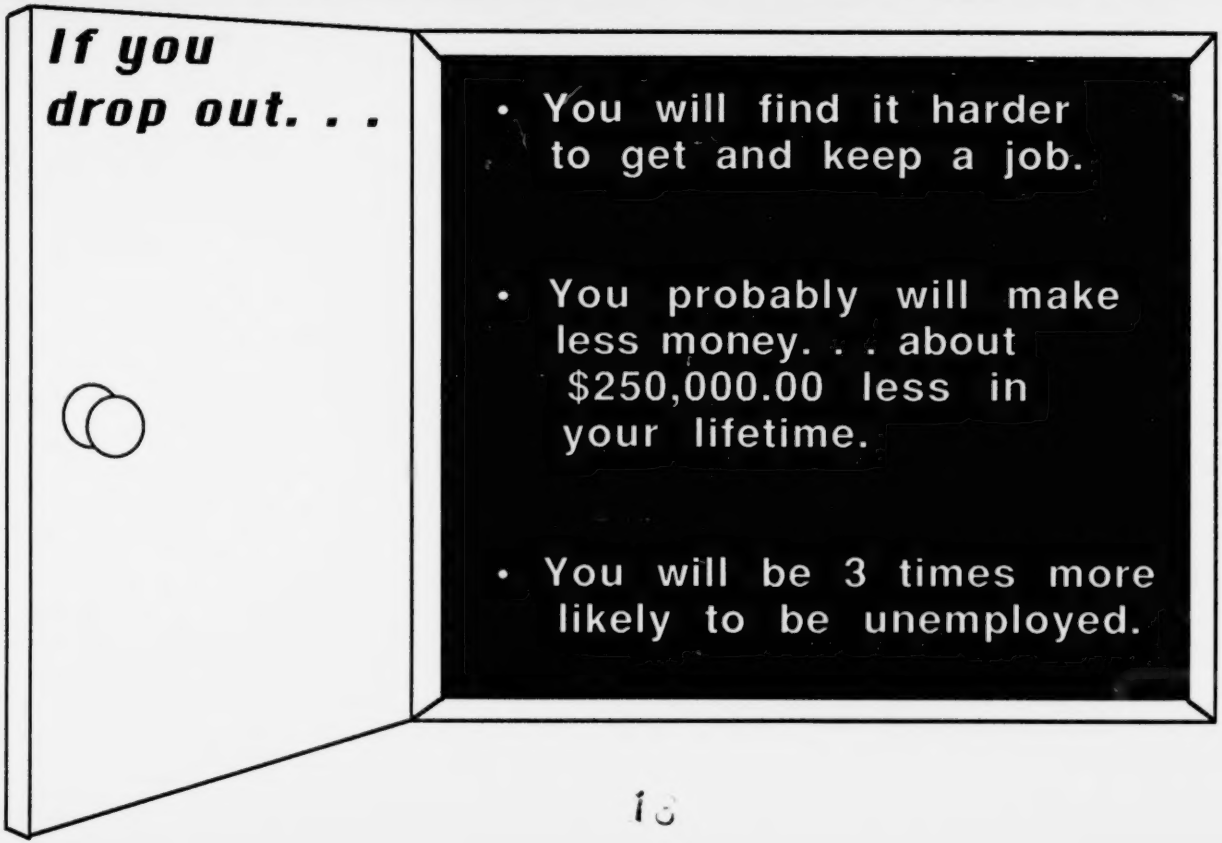
Fill in the blanks . . .





Which door will you choose ?


Think about your future life. If you drop out of school will you have that life?
Let's open the DROP OUT door.


If you drop out. . .
• You will find it harder to get and keep a job.
• You probably will make less money. . . about $250,000.00 less in your lifetime.
• You will be 3 times more likely to be unemployed.

ALSO. . .

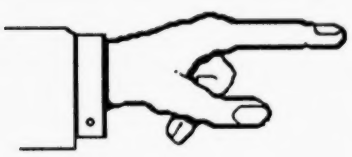
Female dropouts are 9 times more likely than female graduates to be on welfare.

Dropouts are 4 times more likely to commit crimes. Prisons are bursting with young people. And most prisoners are dropouts.

4 out of 5 dropouts have drug-related problems.

Our world is changing!

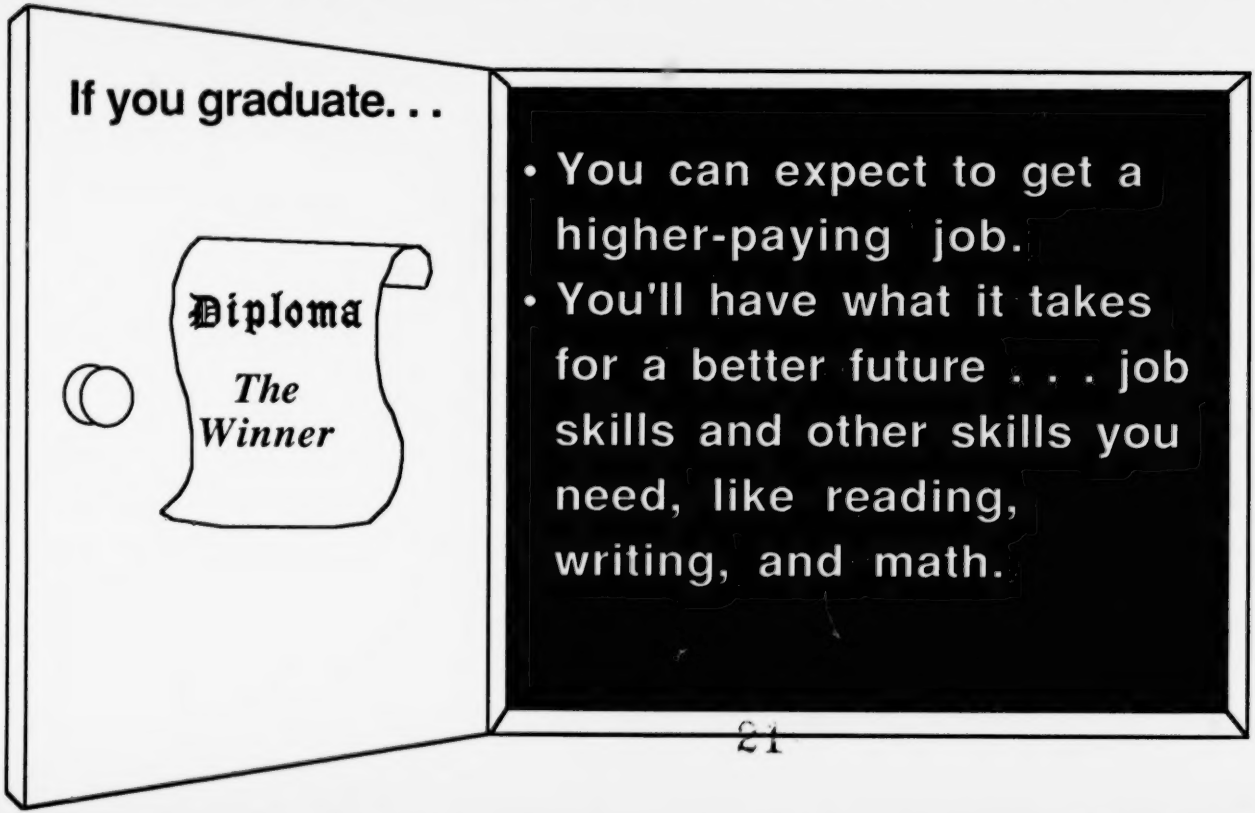
You



need to know that there will be fewer low skill jobs in the future. There will be more jobs for workers with diplomas. If you drop out, you'll be at the

bottom of the job list.

Now, lets open the STAY IN SCHOOL door . . .


If you graduate. . .
Diploma
The Winner
• You can expect to get a higher-paying job.
• You'll have what it takes for a better future . . . job skills and other skills you need, like reading, writing, and math.

Think about ways to stay in school:

- Go to night school and work during the day.
- Take vocational courses to get skills for a job you enjoy.
- If you are a parent (or parent-to-be), keep your baby in the school nursery or with relatives while you finish school.
- Ask a teacher, counselor, neighbor, or business person to help work out family problems. It may help to stay with someone else while you go to school.

hatever your choices, you need to think about some other things. You need to think about what's important to you and what you want out of life.

or example, an education might be important to you. A diploma might be what you want so you can get a better job.

Think about what's important to you or what you might want out of life in the next 6 months. For example, you might want to:

- stay in school
- keep learning
- have money now
- have freedom
- party
- get a high-paying job
- be independent
- get a job now
- have a baby

Think about what you want 5 years from now. Write your answers here:

1. _____
2. _____
3. _____
4. _____

What you just did was to think about the things you want out of life. These are called goals. Goals are based on the things you value.

What choices can you make to help reach your goals and keep your values? Can you reach them best by staying in or dropping out of school?

Think again about what you said you want 5 years from now (pg. 14) For each goal you list, check the column that will help you reach it best.

What I want in 5 years. (Goals)	How can I can meet my goals? (Check columns that apply)	
My goals are: (Copy from page 14)	Stay in School	Drop Out

The people in your life . . .

When you make a choice, you need to think, too, about what your family and friends want for you. Not that they want to tell you what to do, but they care about you and what happens.

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Think about the people in your life and what they want for you. Is it what you want for yourself? Copy below the goals you wrote on page 16. Then put an X in the columns where family and friends have the same goals for you. One example is given for you.

GOALS FOR ME	PARENTS	BROTHERS SISTERS	FRIENDS	OTHERS
To get a diploma	X	X	X	

Think about these people when you make choices.

There are other things to consider . . . like your family situation, your chances of getting a good job, what you need to finish school and reach your goals, changes in the world that affect you, and the money you have on hand.

For example --

Are you needed at home to take care of brothers and sisters?

Are you pregnant?

What are your chances of getting a good job? For a dropout, they're poor. With a diploma, they're better.

If you're thinking about dropping out, just because school's a hassle for you, maybe you can put up with the hassle long enough to graduate . . .

THINK ABOUT. . . the poor outlook for dropouts. Can you stay in school long enough to earn the diploma that may get you $ 250,000.00 more in your lifetime?

___ Yes ___ No

(Check One)

If YES was your answer, think about this . . . Can you get through one class . . . then the next . . . and so on? YES? Then you can make it.

And then get through one day . . . and the next . . . and the next . . . ? YOU DECIDE . . .

Then make a choice that balances what's best for you and what's best for the others in your life, and consider the other factors that fit your situation.

Make your choice

My choice is: (Put an X by your choice.)

_____ to stay in school

_____ to drop out

You did it...

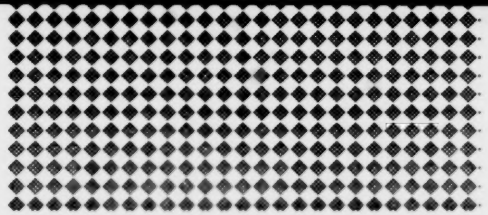
you made a

choice!

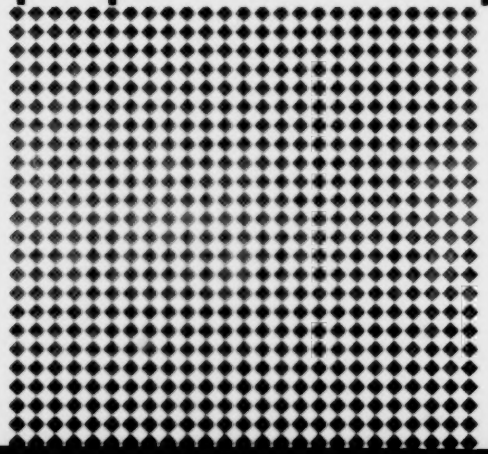
Now ask yourself,
"Do I have enough facts to justify my decision?" __Yes __ No

"Will my choice be best for me and others in my life?" __Yes __ No

"What if everyone made the decision I did?"



WELL, if everyone decided to stay in school, more people could read, write, and do math. . . more people would be prepared for work. . . and more people would have jobs. . .



On the other hand, what if everyone dropped out? Who would have the knowledge and skill it takes to run machinery and equipment? Computers? WHO?

Who would know how to make the records and tapes? The cars and motorcycles? The food and clothes you buy?. . . WHO? ? ?

Who would know how to build the TV sets you watch? . . .

Who ???

Who would know how to produce the electricity to run the TVs and stereos? Who would know how to repair them? . . .

Who? Who? Who?

Only the people with education. . . Will YOU be one of them?

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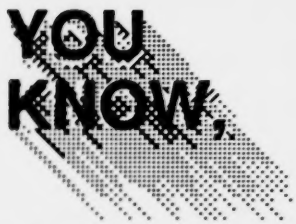


making a decision isn't always easy, especially about something so important that affects your whole life.

But if you go through these steps, you can make a choice that allows you to take control of your life and do what's best for YOU. YOU have the power within you to do that.

REMEMBER, your life doesn't have to be a dead end. You can take charge of your life. The CHOICE is yours.

WAIT A MINUTE! HOLD EVERYTHING! HOW DO YOU BEGIN?

_____ Do you need help because you don't have enough information, like where to find schools with night classes?

_____ Do you need someone to help you act on your choices, someone who can share your problems with you and help you plan?

_____ Do you need someone for support so you don't feel quite so alone. . . like no one cares about you?

_____ DO YOU KNOW WHERE TO GO FROM HERE?

Making choices isn't always easy. . . especially about something as important as the rest of your life. If you checked any of the blanks above, find somebody to help you. . . to give you support. . .

You may ask, "Why would someone want to help me? Why would a teacher think I'm worth spending time on?"

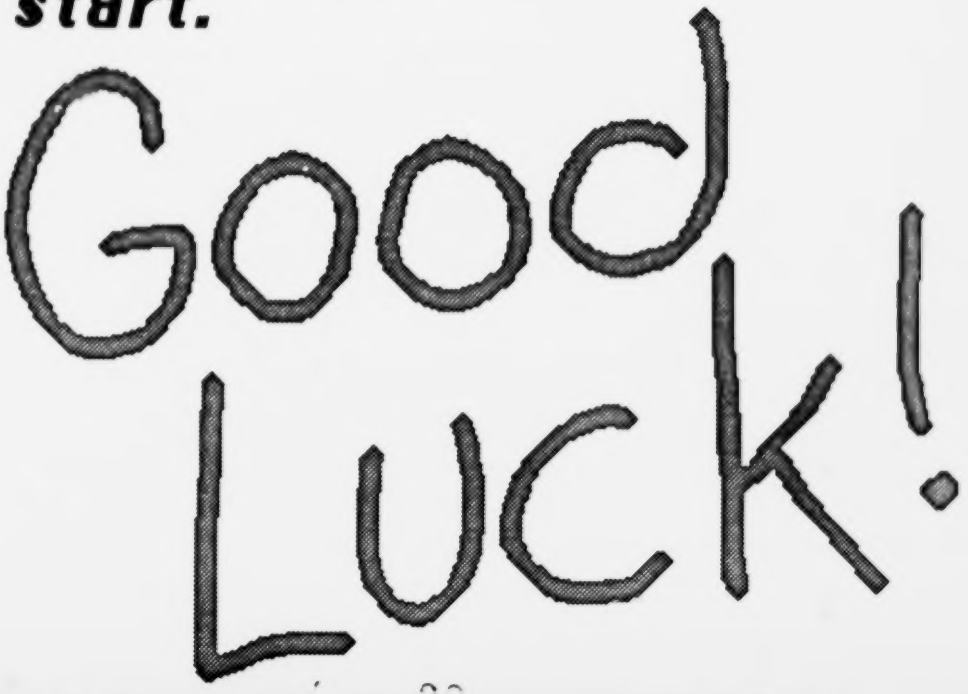
You are a worthwhile person. People do want to help you. If you let a teacher or other person know you have made a choice to stay in school and that you need help to do it, the person will want to help you.

There are lots of people to chose from. Look at the list below. Select somebody whom you feel good about asking for help.

- ☞ Teacher
- ☞ Counselor
- ☞ Principal
- ☞ Coach
- ☞ Priest, Rabbi, Minister
- ☞ Big Sister, Big Brother clubs
- ☞ Business person from your neighborhood
- ☞ Older, retired person
- ☞ Neighbor
- ☞ Parent
- ☞ Older brother or sister
- ☞ Somebody from a community agency

Just ask for help.
That's all it takes. That's the first step in taking charge.

You can take charge of your life.
This is a start.



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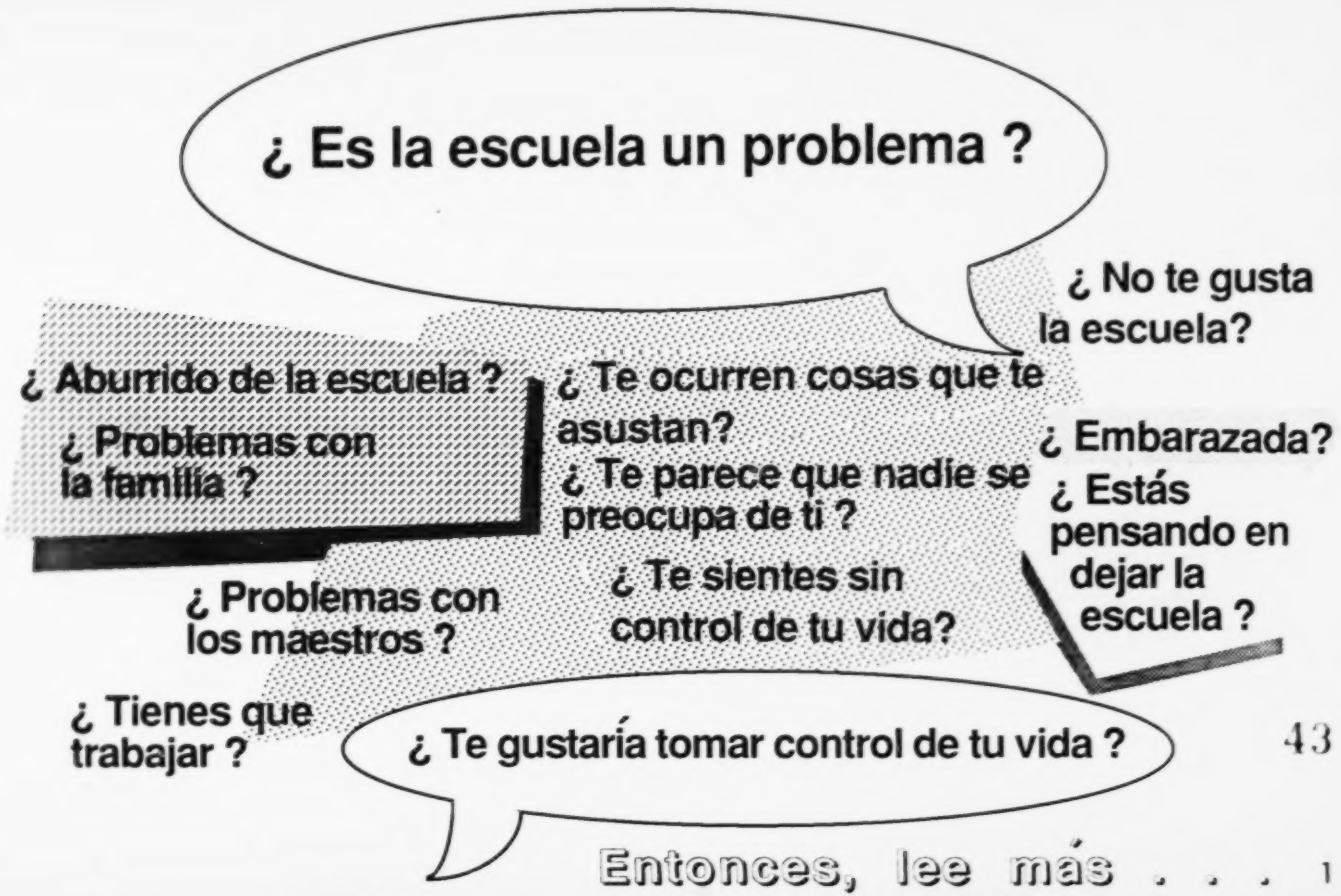
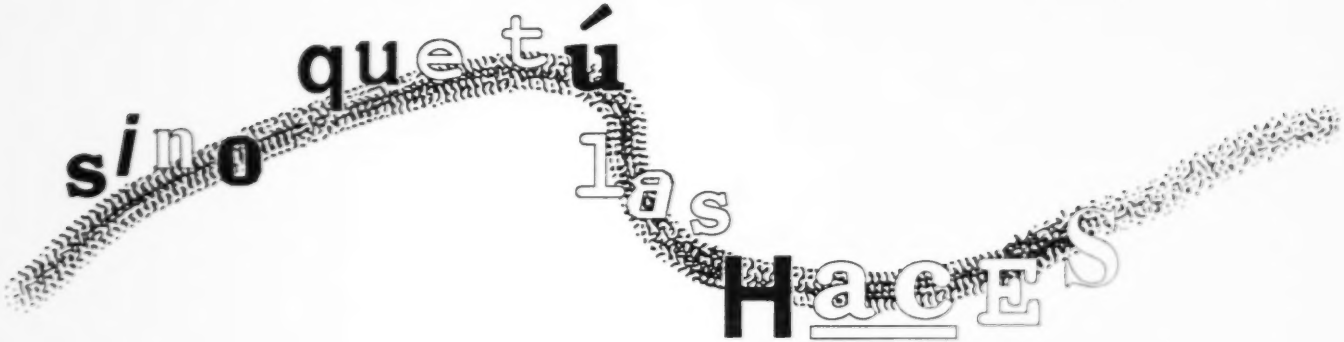
Esta vida
...toma
control


¿ Es la escuela un problema ?
¿ No te gusta la escuela?
¿ Aburrido de la escuela ?
¿ Problemas con la familia ?
¿ Te ocurren cosas que te asustan?
¿ Te parece que nadie se preocupa de ti ?
¿ Embarazada?
¿ Estás pensando en dejar la escuela ?
¿ Problemas con los maestros ?
¿ Te sientes sin control de tu vida?
¿ Tienes que trabajar ?
¿ Te gustaría tomar control de tu vida ?
43
Entonces, lee más . . .

Cuando tomas control de tu propia vida, no dejas que las cosas ocurran . . .



¿Cómo?

Tú eliges tomar tus propias decisiones...
¿ Qué clase de decisiones?
¿ Eso lo decides <u>tú!</u>

Recuerda . . .

que tienes que vivir de
ahora en adelante con
las decisiones que tomes ahora
acerca de la escuela.

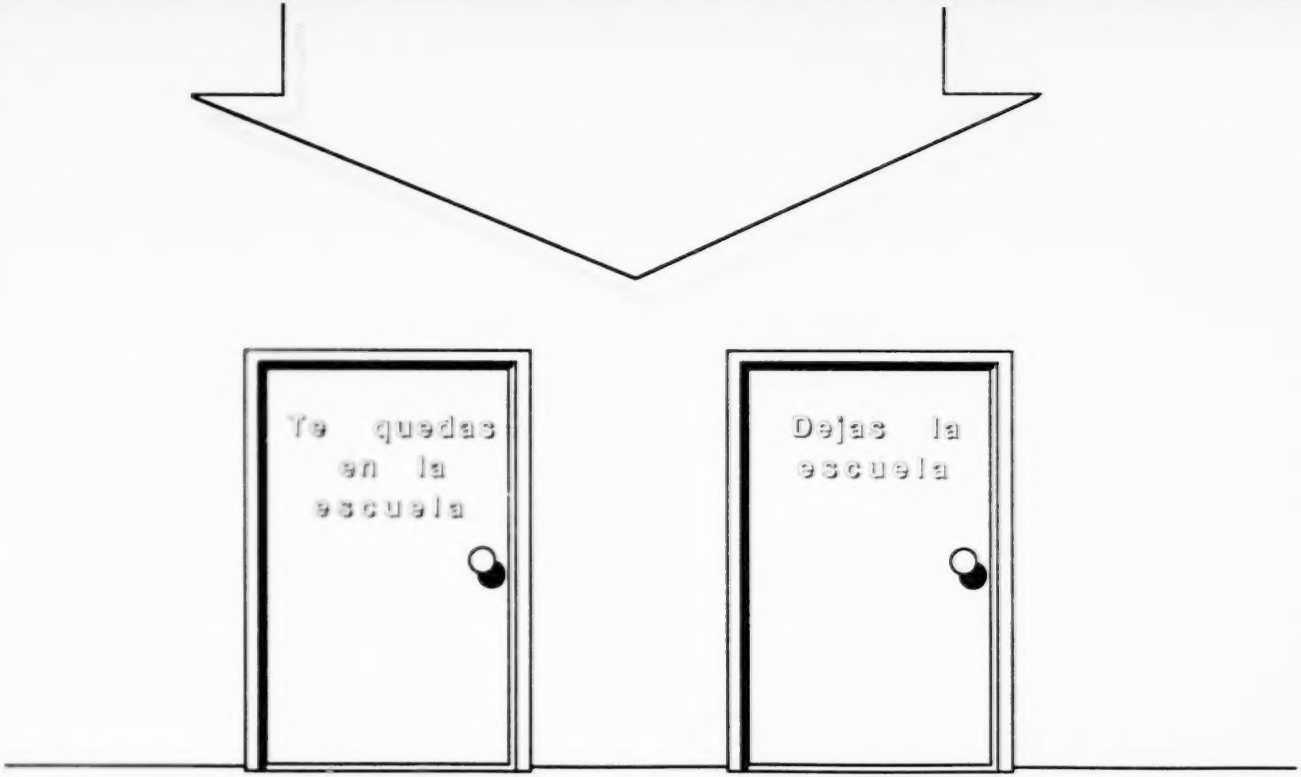
¿ Tus decisiones te darán
una vida mejor, peor,
o igual que ahora?

Pues, primero tienes que saber qué clase de vida quieres, ¿ verdad?

¿ Qué clase de futuro escogiste?

Llena los espacios en blanco...

47



¿ Cuál puerta escogerás?

Piensa en tu futuro. Si abandonas la escuela, ¿ encontrarás ese futuro?

Veamos que hay detrás de esa puerta.

Si dejas la escuela...

- Sera mas dificil obtener empleo, y luego mantenerlo.
- Si encuentras empleo, es probable que no ganes tanto como si tuvieras un diploma... unos $250,000 menos a través de la vida.
- Es tres veces mas probable que no encuentres trabajo.

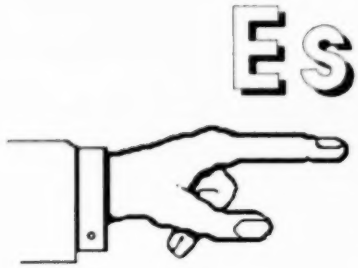
También:

Para las mujeres que dejan la esuela, es nueve veces más probable que reciban asistencia pública. (welfare)

Es cuatro veces más probable que cometas un crimen y que vayas a la cárcel si dejas la escuela. Las cárceles están llenas de gente joven. La mayoría de los prisioneros no se gradúan.

De los que dejan la escuela, cuatro de cinco tienen problemas de drogas.

¡ Nuestro mundo cambia!



Es importante que sepas que en el futuro habrá muy poco trabajo para los que no tienen educación. La mayoría de las oportunidades serán para los que tienen más educación. Si no te gradúas figúrate que estarás al final de la cola.

Ahora, abramos la puerta de "te quedas en la escuela..."

Si te gradúas...

- Si te quedas en la escuela y te graduas, puedes esperar un sueldo mas alto.
- Tendras lo que necesitas para un futuro mejor... la preparacion profesional y las otras destrezas que te hacen falta como la habilidad de leer, de escribir, de usar las matematicas, y de tomar decisiones.

Para poder quedarte en la escuela, considera estas posibilidades:

- Toma un curso de noche y trabaja durante el día.
- Toma cursos vocacionales para prepararte para un trabajo que te guste.
- Si estás embarazada o si ya tienes hijo (a), tal vez tu escuela tiene un sitio donde cuidan a los bebés o quizás tienes parientes que puedan cuidar a tu bebé cuando vas a la escuela.
- Pídele a un maestro, a un consejero, o a un vecino que te ayude a resolver problemas de tu familia. Tal vez podrías quedarte con un pariente o un amigo mientras estás en la escuela.

En cualquier caso, tienes que pensar en otras cosas. Debes considerar lo que es importante para ti, y lo que quieres de la vida.

Por ejemplo, una educación podría ser muy importante para ti. Puede ser que quieras un diploma para obtener un trabajo mejor.

Piensa en lo que es importante para ti o en lo que quieres de la vida en los próximos 6 meses. Por ejemplo, es posible que quieras:

- quedarte en la escuela
- seguir aprendiendo
- tener dinero ahora mismo
- estar libre
- divertirte
- encontrar un trabajo que pague bien
- ser independiente
- obtener trabajo ahora mismo
- tener un bebé

Piensa en lo que quieres en los próximos 5 años. Escribe tus respuestas aquí:

1. _____
2. _____
3. _____
4. _____

Acabas de considerar lo que buscas en la vida, es decir, tus metas. Las metas resultan de lo que es importante para ti.

¿ Qué decisiones puedes tomar para obtener tus metas sin sacrificar tus valores? ¿Será más fácil obtenerlas si te quedas en la escuela o si la abandonas?

Piensa otra vez en lo que dijiste que querías en los próximos 5 años (pág. 14) Para cada meta, indica la columna que mejor te ayude a obtenerla mejor.

Lo que quiero en los próximos 5 años (metas)	¿ Cómo alcanzar mis metas? (Indica la columna apropiada)	
Mis metas son: (Copia de la pág. 14)	Quedarme en la escuela	Dejar la escuela

La gente en tu vida...

Cuando tomas una decisión, debes pensar también en lo que tu familia y tus amigos quieren para ti. No es que quieran decirte que hacer, sino que para ellos, tú eres importante y tienen interés en tu futuro.

Considera la gente en tu vida y lo que quieren para ti. ¿ Es lo que tú quieres para ti mismo? Escribe abajo las metas que escribiste en la página 16. Luego marca con una X las columnas donde tu familia y tus amigos tienen las mismas metas para ti. Sigue el ejemplo.

Metas para mi	Padres	Hermanos	Amigos	Otros
Sacar el diploma	X	X	X	

Piensa en estas personas al tomar tus decisiones.

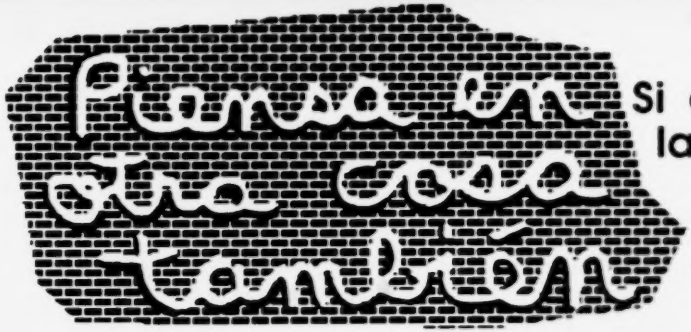
Hay otras cosas por considerar... como tu situación familiar, las posibilidades de encontrar buen trabajo, lo que necesitas para graduarte y para alcanzar tus metas, cambios en el mundo que te afectan, y el dinero que tienes en este momento.

Por ejemplo--

¿ Te necesitan en casa para cuidar a tus hermanitos?

¿ Estás embarazada?

¿ Qué posibilidades tienes de obtener un trabajo bueno? Si dejas la escuela, las posibilidades son malas. Con un diploma, son mejores.



Si estás pensando en dejar la escuela sólo porque no te gusta, tal vez puedes tolerarla hasta que te gradúes...

PIENSA en las pocas posibilidades para los que no tienen diploma. ¿ Podrías quedarte en la escuela hasta sacar el diploma que puede tener un valor de $250,000 en tu vida?

___ Sí ___ No
(Escoge uno)

Si dijiste Sí, piensa en esto... ¿ Puedes sobrevivir una clase... y luego otra clase... etc? ¿ Si ?
Pues, entonces lo puedes hacer.

¿ y luego un día... y el siguiente, y el siguiente?
Tú decides...

Entonces, toma una decisión que balancee lo mejor para ti y lo mejor para los otros en tu vida, y considera los otros factores de tu situación.

Escoge

Mi decisión es: (Indica con una X.)

_____ quedarme en la escuela

_____ dejar la escuela

Lo hiciste...

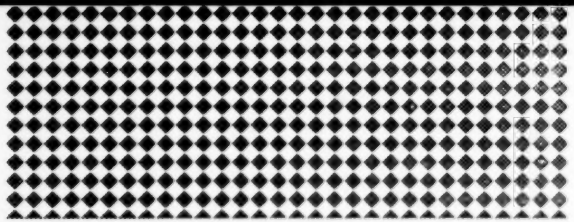
¡Tomaste una decisión!

Ahora, pregúntate,

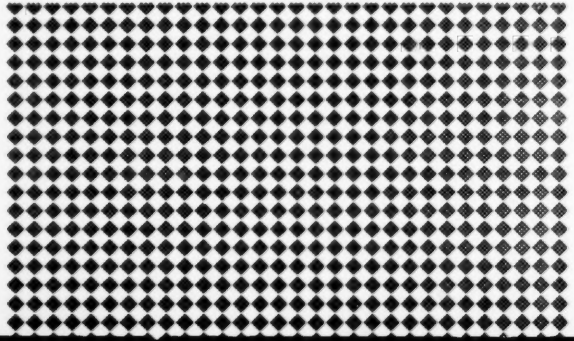
"¿ Los hechos (la realidad) justifican mi decisión?"
Sí ___ No ___

"¿ Esta decisión será la mejor para mi y para los demás en mi vida?" Sí ___ No ___

"¿ Qué pasaría si todo el mundo tomara la misma decisión?"



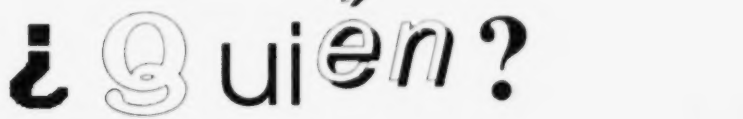
Pues, si todo el mundo se decidiera a quedarse en la escuela, más gente estaría mejor preparada para trabajar... y más gente tendría empleo... y habría más gente que podría leer, escribir, y trabajar con las matemáticas.



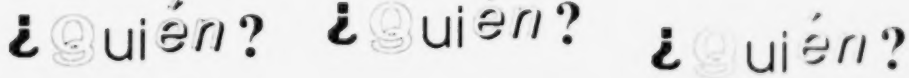
En cambio, ¿que pasaría si todo el mundo abandonara la escuela? ¿Quién sabría hacer funcionar las máquinas y el equipo? ¿Las computadoras? ¿QUIÉN?

¿Quién sabría producir los discos y las cintas? ¿Los automóbiles y las motos? ¿La comida y la ropa que tú compras? ¿QUIÉN?

¿ Quién sabría fabricar los televisores?



¿ Quién sabría producir la electricidad para la televisión y los tocadiscos? ¿ Quién los sabría reparar?



Sólo las personas con educación... ¿serás tú una de ellas?

TÚ SABES, que nunca es fácil tomar una decisión, sobre todo cuando es algo tan importante que afecta toda la vida.

Pero si tomas estos pasos puedes tomar una decisión que te permita tener control de tu vida, y hacer lo que es mejor para TI. Tú tienes el poder de hacerlo.

RECUERDA, la vida no tiene que ser una calle sin salida. Tú puedes tomar control de tu propia vida. La DECISIÓN es tuya.

_____ ¿ Necesitas ayuda porque no tienes bastante información, por ejemplo, dónde encontrar una escuela con clases de noche?

_____ ¿ Necesitas a alguien que te ayude a seguir tus decisiones, alguien con quien puedas compartir tus problemas, alguien que te ayude a hacer planes?

_____ ¿ Necesitas a alguien que te apoye para que no te sientas tan solo... como si no le importaras a nadie?

_____ ¿ SABES QUÉ HACER AHORA?

No es fácil tomar decisiones... sobre todo cuando tiene que ver con algo tan importante como el resto de tu vida. Si indicaste cualquiera de los espacios arriba,busca a alguien que te ayude, que te apoye.

Es posible que preguntes, "¿Por qúe alguien quisiera ayudarme? ¿Por qué pensará un maestro que vale la pena?"

Tú eres una persona valiosa. Hay gente que quiere ayudarte. Si le dices a un maestro o a otra persona que has tomado la decisión de quedarte en la escuela, y que necesitas ayuda, esa persona te ayudará.

Hay muchas personas que puedes escoger, Mira esta lista y escoge a alguien a quien puedes pedir ayuda.

- maestro
- consejero
- principal
- entrenedor (coach)
- Sacerdote, rabino, ministro
- Club de Big Brother, Big Sister
- hombre/mujer de negocios de tu barrio
- persons mayor
- vecino
- papá, mamá
- hermano/a mayor
- persona de una agencia comunal

Pide ayuda.
Eso es todo. Es el primer paso de tomar control de tu vida.

Hay muchos más, pero esto te da una idea de donde empezar.

¡Buena Suerte!

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